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Boston University	
School of Religious and Social Work	
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Richardson Lea Rice (A.B., College of Wooster, 1933)	
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# 1. Creative Camping

## A. Definitions

### Introduction

#### 1. Non-Profit Camp

The lure of the plain and the woods has called men and women away from towns and cities, for periods of rest and ramble, through all the ages of man. Wise ones have recognized that there were in the experience, great values and that those who used Nature in their recreation were better fitted for the rest of their living. This they recognized long ago, but only in comparatively recent times have these wise ones found what these values are and how each operates.

We have been among those who have followed them and who have tried to learn from their experience and profit from their study. Because of this knowledge and information we are obligated to all mankind.

In Creative Camping we see a means of building and developing the characters of boys and girls. The organized camp has been found to be one of the best tools for this work, and through psychology, physiology, education and religion we have learned how to use that tool.

The Character of which we speak is to us the whole being. It is recognized in the groups of traits that have significance socially and quality morally. It is at once the way of living and the art of living.

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profit camps are run by amateurs or others who make the pro-

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## I. Creative Camping

### A. Definitions

#### 1, Non-Profit Camp

This paper is to be written from the point of view of the non-profit camp. This term is in common usage but must be defined. We shall use it to mean those camps which are operated so that the basic objective of administration and program is one of development and education rather than one of realizing a profit.

What this development or education is may be widely different in various camps which would come within our scope. The standards would be very different and the methods of achieving the educational or developmental aims would be as individual as the camps themselves.

We feel that a distinction on the basis of profit is justified only as we apply it to those camps where this is the main or basic motive or objective. The value of a camp which operates for a profit depends almost entirely on the individual in charge. Since this is the case many are little better than recreational centers or country clubs as far as real development and individual growth is concerned. While many so-called profit camps are run by educators or others who make the program yield large returns in character and personality as well as in dollars and cents, at best they are operating under a handicap. The profit emphasis shows itself in a host of insidious factors. It is quite difficult to secure the best in leadership,

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The profit emphasis shows itself in a host of innumerable

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for instance, and not pay for it. It is also difficult for these camps to make their greatest contribution because they must cater to certain groups to the exclusion of all others. They sometimes use promotion methods which are questionable from purely ethical as well as educational considerations. If one more area of frequent failure of this type of camp may be mentioned it would be in the matter of program construction. Too often it seems that the program was set up and carried out with the parents in mind rather than the campers. Dances and pageants have their place in camp activities, but not to the exclusion of more creative activities.

Hence we shall use the term non-profit camp and all that is said herein is the result of consideration of the objectives and the purposes of the more effective camps which have contributed to our experience and thereby to the conclusions of this paper.

## 2, Creative Camping

The camping which we will describe and advocate will be recognized as creative camping in that the emphasis is put on the participation of the camper in the full experience of living in an environment which we have devised for him. This environment includes the camp-site, the natural attributes of the locality, the leadership, the other campers, in fact everything and everyone with which or with whom the camper comes into direct or indirect contact. That is the essence of our ideal of education. It is in terms of living, feeling, experiencing. When we have provided this rich and varied environment we expect and find that

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the campers are stimulated to creative activity which is at once purposive and developmental.

## B. Standards

To the end that our position may be more accurately defined, we shall set forth standards, which we feel to be the basis of any real creative camping project. The statement of them will be found to be dogmatic, there is no debate, no presentation of the alternative views on any of the questions involved.

They are the result of study through reading and interview, but more than this, they are the outgrowth of our experience. The authorities have been consulted in many instances but the conclusions and the statements represent our conviction on the matter.

In these standards we see the framework upon which a camp must be built, and maintained, in order that it may present a finished structure in terms of character development.

In themselves, these statements of standard may be found by some to provide only a check-list against which to match a certain camp, but to the individual who feels the impulse to achieve the greatest in character development through the activities of the creative camp program, they will be a practical statement of the idealism and the philosophy upon which the best in camping is founded. They will be able in these statements to find the answer to the query, "In what areas of the camp experience does character development take place?"

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## 1. Program

### a. Objectives

- (1) The camp should be under a general objective or plan for the future, e.g. for five years, drawn up by the camp committee. There must be a definite objective drawn up each year by the camp staff.
- (2) The purpose of the committee and the director as well as the counsellors, campers, and parents, must carry their due weight in the formulation of this program.
- (3) This program and these objectives must be in the minds of the leaders as they make their effort to adapt them to the individual camper.
- (4) It will be emphasized in the staff preparation, that the program itself more than any other feature of the camping experience, has a profound effect on the life of the camper while at camp and later as an adult.

### b. Integration

- (1) The camp program should be an integral part of the years program of the parent organization, if at all possible.
- (2) The program must be built so that each activity makes its contribution to the total experience

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- (3) The program should be made to correlate with the home life of the camper through contact with his parents and by emphasis on desirable family relationships.
- (4) The camp program should avoid wasteful duplication of the efforts of other agencies, e.g. school playgrounds, and group work agencies, and should work toward the enrichment of the experiences in these agencies.

c. General features

- (1) The minimum stay in camp should be two weeks, and the program should take cognizance of the prevailing average stay, as a basis for unit work.
- (2) The interests and needs of each camper should be discovered through a personal interview for each camper with a leader. These needs and interests should be the starting point for building a camp program. There are several other methods for discovering the needs and interests such as the use of questionnaires and registration blanks.
- (3) The program must be designed to enlarge the scope of the campers interests and be constantly attempting to establish new attitudes of appreciation and understanding.
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- (5) The program must definitely give the campers a sense of belonging to and being important to a social group. ~~or rather good ideas, change of~~
- (6) There must be real opportunities for the campers to develop and to discover individual abilities in the program as in editing the camp paper, planning and running a camp fieldmeet, or carrying responsibilities for special activities.
- (7) Emphasis must be put on the cooperative living together in the out-of-doors, rather than a strong emphasis on competitive athletics, or on indoor activities.
- (8) Camp traditions should be used to stimulate interests and activities and in carrying on only the best spirit from one season to the next.
- (9) The program should be such that it can stimulate and enlarge interests without the use of awards and honors.
- (10) The interests and activities should be so devised that they may persist on the adult level.
- (11) The camper must secure encouragement, social recognition, and approval as a result of his participation in the program. ~~more and with an in-~~
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d. Program outline

- (1) The daily program must be flexible, built up to meet situations as they develop, permitting re-arrangement on sudden good ideas, change of weather, etc.
- (2) The health of the campers must be protected by planning adequate free time, rest hour, regular meals, time for activities, and nine hours of sleep.
- (3) Special days should be designated as visitors' days in order that the program may be protected from outside interruption.

e. Activities

- (1) The camp should provide the camper with a wide variety of activities, work recreation, government, etc., all varied to suit the age-group.
- (2) There should be opportunity for the campers to discuss vital life problems with leaders, by age-groups.
- (3) Good music should be stimulated and the use of folk tunes as well as classical numbers should be encouraged in both formal and informal activities, e.g. the tables, the campfire, and the sing-out (usually indoors and with an instrument).

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- (4) Good drama should be included in the program.
- (5) Creative literary work should be stimulated by the use of the camp paper and original songs and yells.
- (6) The campers must share in the work of upkeep of the camp as well as in the improvement, by building furniture, paths and trails, etc.
- (7) There should be a few meaningful ceremonies which are allowed to grow with each generation of campers.
- (8) There should be special emphasis on campcraft, with preparation for overnight hikes, including training in bedmaking and rolling, choosing a camp site and outdoor cookery.
- (9) There must be a strong emphasis on having things out-of-doors as much as possible. This should include drama, meals, music.
- (10) The program of activities should give the camper an opportunity to choose from a wide variety of activities such as hiking, water sports, pioneer camping, construction projects, nature study, photography, literary and dramatic expression, music, devotional activities, group discussions and others.
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dividual initiative and preferences in the choice of activities. There must be opportunity for the camper to make these choices also on the basis of physical limitations as well as other individual differences.

f. Government

- (1) The campers should have an opportunity for democratic government, based on primary groupings of the camp. This should be so organized as to give the natural leaders a place in its functioning and to take into account the differing capacities for self government in the younger and the older groups. The camp must be recognized as a "child-sized community" and should function as such.
- (2) There must be some provision for cooperation between the leaders and the campers. There should be some form of council in which matters of policy and program may be worked out together. At all times the effort must be made to impress on both leaders and campers the principles and the ideals of the truly cooperative government.
- (3) Staff members should be ready and willing to give up some of their "pet ideas" and a certain amount of the efficiency in the program, in order that the campers may develop, to the great-

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est degree possible, their initiative and choice in certain program elements.

- (4) When special difficulties arise, the leaders should try to settle them with the boys or girls directly concerned, even when the group is large, striving in this way to help the campers to realize the significance of their social relationships.

- (5) It must be a general policy to explain to the campers all basic rules and regulations as soon as they are put into effect and as often as necessary in order to give them meaning to the campers.

## 2. Leadership

### a. Selection of leaders.

- (1) Leaders must be chosen on qualifications which may contribute to the camp and not on the basis of the personal connections involved.
- (2) In the case of institutional camps or those which have a winter program, there should be an effort made to combine with special activity leaders, a number of persons who are closely allied with the winter program, in order that there may be good continuity.
- (3) There must be enough leaders so that the proportion is one leader to eight campers.

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- (4) The camp committee and the director should give some consideration to the values which the camp can contribute to the personal development of the leader as well as to the values which the leader can contribute to the camp.

b. Qualifications (including Director)

(1) Personal qualities.

- (a) Each leader must have those qualities of personal character and an awareness of his major responsibility in character development as will make him a conscious exponent and supporter of the camp objective and purpose.
- (b) He must be resourceful and dependable in all emergencies. He must be aware of the developmental policies of the camp and be sympathetic toward the program in general.
- (c) The leadership should be chosen with an emphasis on ability to work well together.
- (d) The leaders must have a friendly and sympathetic understanding of the campers, and must be willing to live up to the same basic rules as the campers in order that they may teach by example. They should be well-balanced emotionally and able to avoid "crushes."
- (e) Each leader should be able to be fair and open minded in all his dealings. They should have a

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##### (1) Personal Qualities

(a) Each leader must have those qualities of personal character and an awareness of his major responsibility in character development as will make him a conscious exponent and supporter of the camp objective and purpose.

(b) He must be resourceful and dependable in all emergencies. He must be aware of the developmental policies of the camp and be sympathetic toward the program in general.

(c) The leadership should be chosen with an emphasis on ability to work well together.

(d) The leaders must have a friendly and sympathetic understanding of the camp, and must be willing to live up to the same basic rules as the camp, but in order that they may teach by example.

They should be well-balanced emotionally and able to avoid "crutches."

(e) Each leader should be able to be fair and open-minded in all his dealings. They should have a



cultural background which will help the campers to develop an appreciation of aesthetic values.

(f) The leaders should have the personality and sufficient maturity to command both the liking and the respect of the campers. They should show tact and poise in social contacts, e.g., in meeting parents and visitors.

(g) Each leader should be strong enough physically to stand the strain of camp leadership.

(h) Each must have an absorbing interest in the campers, in camp life, in his leadership, and in his particular responsibility.

(2) Training and experience.

(a) All the leaders must be high school graduates at least, and more than half of them should have had two years of college level or its equivalent in training and experience.

(b) All should have had some training in camping methods, activities, and objectives. They should have had some previous experience in leadership of boys' or girls' educational activities, either as a camp leader or as a group worker.

(c) The leaders should have sufficient foundation in the principles of sociology, psychology, modern education, and mental hygiene, in order that they may help the campers to learn from their own ex-

cultural background which will help the campers to develop an appreciation of aesthetic values.

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- (1) Their experiences, trying not to settle outcomes for them.
- (d) The director should provide adequate reading and counseling to aid leaders deficient in any of these vital areas of information and ability.
- (e) The leaders should be aware of and interested in the opportunity afforded them by the outdoor environment, for study, exploration, etc.
- (f) Those who instruct in special activities must have had training and experience in organizing and conducting those activities and in motivating interest in them without the use of force, or special inducements in the form of prizes.
- (g) Each leader should have a particular responsibility, but should serve in several capacities. There should be no one-job people on the staff, even to introduce special activities.
- (h) The director should have had a full college training, or its equivalent, with emphasis in education or sociology; and should have had several years of camping experience. He should have a wide general knowledge and a wide cultural background. He should be aware of the work of the Camp Directors Association, the American Camping Association, and the Progressive Education Association, and should read widely in camping magazines and lecture material.

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c. Organization of leadership.



- (1) There should be a definite staff organization or council of leaders with the director at the head, meeting regularly to discuss plans, leadership policies, camp ideals, and the individual campers.
- (2) The staff organization should help to promote fellowship and morale or "camp spirit" among the leaders. The director can aid this by planning enriching recreative experiences for the staff.
- (3) There must be an equitable division of responsibility and duty among the leaders, giving each an opportunity for at least two hours free time each day and the opportunity for a day or a half-day off when requested. Time off should be encouraged rather than discouraged for the best good of both leaders and camp program.
- (4) There should be some effort made to have leaders for consecutive seasons when their work has been satisfactory.
- (5) Contact with the parents should be encouraged in the leaders, by post card or word through the campers. The parents should be made to feel the leader is interested in the progress of each child. The leaders should be encouraged to attend camp reunions during the year as far as is possible.

d. Improvement of leadership.

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#### d. Improvement of leadership.

(1) There should be some provision made for training the leaders before the camping period, through reading



courses, discussion groups, or regular classes.

- (2) There should be opportunity for the leaders to take trips and excursions, on which they do real camping, and learn to know the woods.
- (3) There should be a training period of two or more days, before camp, on the camp site preferably, and in charge of the director.
- (4) Time should be given, either in the regular staff meeting or in special leaders' meetings, for discussion of specific problems and for training courses based upon actual camp problems and situations.
- (5) The director should give some time to supervising individually the work of the leaders, giving suggestions, help and encouragement.
- (6) The leaders should be stimulated to study individual campers with a view to encouraging and pointing out activity which will promote individual growth.
- (7) The leaders should be furnished with some devices or tests that will help them in the observation and study of campers, e.g., self-analysis blanks, activity record sheets.
- (8) There should be an attempt to rate each leader and to judge the results of his leadership.

### 3. Physical Factors

#### a. Location

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3. Physical Factors

a. Location



- (1) The camp should be from fifty to two hundred miles from the home community, and removed from distracting influences. It should be away from civilization, but the cost of transportation should constitute not more than one-fourth of the total cost to the camper. The location should insure privacy.
- (2) The camp should have government ranger protection in case of flood, fire, storm, etc., depending on the location. There should be a dependable connection with the outside world in case of emergency.
- (3) The immediate camp site should be at least ten acres in extent. It should be high and naturally well-drained, and reasonably free from poisonous plants, snakes, insects, and unnecessary hazards.
- (4) The site should be so located that there will be at least three of the following items available:
  - a, general location; b, forestry and plant life;
  - c, water supply for swimming and boating; d, scenic setting; e, historic setting.
- (5) There should be easy access to the source of food supply, especially vegetables, fruits, dairy products, and meats.
- (6) The property should be owned by the organization where possible, or must certainly have a written

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agreement for its use.

- (7) Plans should be made for future as well as present needs, such as expansion, change of milk or water base in case of an emergency.

b. Buildings

- (1) The camp site, including the types and arrangement of buildings should have been planned in accordance with the advice of experts, e.g., a camp director, a surveyor, and a sanitary expert.
- (2) The buildings, the sleeping quarters especially, should be exposed to the direct rays of the sun for at least part of the day.
- (3) The arrangement of the buildings should facilitate individual attention and activity in small groups.
- (4) There should be an assembly hall or open theater located near the center of camp, accessible to everyone and large enough to hold the entire camp. The assembly hall should allow from 10 to 25 square feet of floor space per capita, or, for physical activities, from 40 to 50 square feet. It is generally better to have the assembly hall and the dining room in separate buildings.
- (5) There should be several small halls or gathering places for small groups.
- (6) There should be a suitable building for kitchen and dining hall. The kitchen for a unit of one

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- (5) There should be several small halls or gathering places for small groups.
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hundred persons, should be 20' by 30'. The dining room should allow from 10 to 25 square feet of floor space per capita. From one-third to one-half the wall space should be open and screened.

(7) The sleeping quarters must be arranged in divisions, especially if the camp is large, or if it serves different age groups or both sexes at the same time.

(8) The sleeping quarters should be arranged on the highest ground available, 100 to 150 feet from the kitchen and 75 to 100 feet from outside toilets or latrines. In sections where there is no rain during the summer, sleeping buildings are not necessary. In rainy sections there should be either dormitories, cabins, or tents with permanent floors. Sleeping quarters should allow 50 square feet of floor space, minimum 25 square feet of floor space, and 500 cubic feet of air space per capita. Permanent buildings should be from 10 to 18 inches off the ground, with wide overhanging eaves, and from one third to one half of the wall space open and screened.

(9) There should be provision to house the staff member's families away from the camp, and also to house the service staff away from the sleeping quarters of the camp but near the kitchen.

(10) There should be a room or building set aside as of-

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(9) There should be provision to house the staff near the facilities away from the camp, and also to house the service staff away from the sleeping quarters of the camp but near the kitchen.

(10) There should be a room or building set aside as of-



fice and headquarters.

- (11) There should be a rest room and meeting place with fireplace, books, etc., provided for the use of leaders, away from the sleeping quarters of the campers.
- (12) There should be place provided for work-shop or craft activities, for indoor stagings when necessary. Dramatics should be out-of-doors when at all possible.

#### c. Sanitation and Food

- (1) The administration must take care to comply with all local rulings, and state laws, concerning sanitation.
- (2) There must be sufficient storage place for food, including an ice house and a kitchen refrigerator. There must be sanitary arrangements for dishwashing, and also for garbage disposal by incineration, burial, or removal from camp area.
- (3) The grounds, sleeping quarters, and storerooms must be clean and well-kept.
- (4) There must be an approved sanitary toilet system with cess pool, septic tank, or other system, which provides seating capacity of not less than one unit for each ten persons in camp. The toilets must be at least 100 feet from the water.
- (5) There must be wash places, near the sleeping quar-

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ters and near the latrines, and connected to the cess pool by drains. They should include facilities for washing of hands and face, separate facilities for tooth washing, facilities for soap baths.

(6) The wells and springs should be above the level of the dwellings and service facilities, and the water for both swimming and drinking should be tested regularly at least once a month during the camp season. The use of common drinking cups should be discouraged.

(7) The camp menu should be planned by a dietitian with the advice of the camp doctor, and should include vegetables, eggs, fruit, and one quart of milk per camper per day in cooking or in drink. All food should be of high quality, and be well prepared and appetizingly served. All milk should be pasteurized.

(8) Generous portions of food should be served in consideration of the strenuous activity of the camp life. Second helpings should be given freely, especially to the older campers, since they require more calories than the younger ones. (Daily calory requirements for boys from twelve to sixteen years, in camp, range from 3150 to 4200. For girls of the same ages, from 3150 to 3665 calories per day are required.)

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- (9) Leaders should encourage the campers to balance their



- (10) diet by eating some of everything served.
- (10) The use of accepted table manners requires the provision for each individual to have a complete set of silver ware and a napkin. The proper use and care of these articles should be stimulated by the leadership.
- (11) The amount of candy that campers may buy should be limited to five cents per day or less. It should be the rule that no one is to receive candy or other edibles while at camp, but that these must be distributed through the leader in the event that they are sent to the camper.

#### d. Health

- (1) There must be a hospital room or building, equipped with one or more beds. There should be a medicine cabinet which contains first aid equipment and general supplies in proportion to the number of campers, and several small first aid kits for use of all trips out of camp.
- (2) There should be a dequate means of isolating contagious diseases.
- (3) Each camper and leader should be required to have a physical examination, not more than two weeks before coming to camp, and signed by an M.D.
- (4) All campers must be examined by the camp nurse or doctor during the first week of camp.

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- (5) The entire camp should be given sufficient health instruction so that they will understand the sanitary arrangements of the camp, and follow intelligently the rules of health building, on such matters as diet, cleanliness, elimination, exercise, rest, and sleep.
- (6) The camp program should provide a minimum of nine hours sleep for older campers, and a minimum of nine and one-half to ten hours for campers under twelve years of age.
- (7) There must be a regular time during the day for the campers to visit the nurse or doctor. All cases of illness or injury should be reported to the nurse or doctor promptly by either campers or staff members. Treatment for everything including minor injuries, and cuts, should be treated by the health officer only.
- (8) The campers shall take or administer medicine only under the supervision of the health officer. All orders, medicines, or prescriptions from the family doctor should be given to the camp doctor or nurse.
- (9) All food handlers must be given a thorough physical examination before entering camp.
- (10) The camp should make some provision for meeting individual needs in matters of diet, exercise, rest, and sleep.

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- (11) Recognition should be given to the importance of the social and emotional adjustments made by the camper, as they are related to his general health.
- (12) Careful medical checks should be given each camper during his stay in camp and accumulative records should be kept of all disorders.

e. Psychological Health

- (1) Conditions in the dining room should be free from tensivity and strain. Staff members should discourage bolting of food. Those in charge of the mealtime activities should avoid excessive moralizing, hilarity, or discipline.
- (2) All camp program should aid the emotional developments of the camper toward control rather than eradication.
- (3) Participation should be stressed above accomplishment.
- (4) Difficulties should be made to teach rather than to stifle.
- (5) Assistance should be at hand for every camper when needed, and should be expressed in understanding and example.
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cessary for stimulating effort.

- (7) The psychological needs of each camper should be recognized and understood by competent persons of the staff, but should not be stressed in the life of the camp. There should be conscious effort on the part of the staff to aid in making adjustments, but the camp should not become a clinic.
- (8) It must be recognized and remembered that large groups are new and strange to many first-year campers and that the large group is a great stimulant. The individual needs of the campers should be kept in mind in this regard in making cabin placements, and the small group should always be made the goal.
- (9) All cabin placements should be made on the basis of the psychological as well as social needs of the camper.
- (10) The staff should endeavor to keep in mind concerning all the above, that where there is physical and mental health, the emotional integrations cannot be far behind.

#### f. Safety

- (1) All activities should be carefully supervised in order to promote safety and health.
- (2) Excessive high diving and under-water swimming should be discouraged because of the dangers involved, to the membranes of the head as well as possible contact

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- (2) injuries.
- (3) All long hikes and over-nights should be carefully supervised, in order to promote safety and health.
- (4) All equipment should be inspected and maintained so as to avoid possible injury. Glass and nails should be cared for; swimming areas should be properly cleaned out; paths should avoid cliffs and unnecessary obstructions; long stairways should be made safe by the use of railings; maintenance equipment, such as rakes, and scythes, and axes, should be watchfully supervised, and kept locked-up when not in use.
- (5) The health and safety program of the camp should protect the campers without depriving them of the adventure and the joy of real camp life.
- (6) The safety program should attempt to educate the campers in self-dependence and in the principles of its function, and in special matters as: the use of knives and axes, correct foot-wear for hiking, clearing the head of water after swimming, and acquiring a tan without excessive sunburn.
- (7) There should be safe and convenient methods for the transportation of fuel, such as gasoline or kerosene, to lamps and lanterns. Containers for these materials must be plainly marked and kept out of the camp area.
- (8) Fire equipment must be provided which is as adequate as is possible in the location.





- (9) All wiring of electricity should be done by a competent person and campers should be controlled in their use of it.
- (10) No fire arms should be allowed in camp, except under the supervision of a counsellor in charge of target-practice.

#### g. Water Safety

- (1) The rules and suggestions of the American Red Cross should be followed in the conduct of the waterfront.
- (2) Each camper and leader should be classified in regard to swimming ability and should be restricted in use of boat equipment on the basis of these tests. They should be restricted to the areas in the swimming area which is reasonable in light of their ability.
- (3) Some check-system should be used in entering and leaving the water.
- (4) Each distance swimmer should be accompanied by a row boat manned by a competent oarsman and carrying a Senior Life-Saver. The individual in charge of waterfront must have given permission for every such attempt.
- (5) Boat equipment must pass rigid safety examination before camp opens and be maintained in this condition.

#### h. Equipment

- (1) Simplicity, educational efficiency, and artistic value

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### D. Equipment

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(1) should all be considered in the selection of camp equipment.

(2) The campers should have sufficient bedding, either brought from home or furnished by the camp.

(3) The kitchen and dining room should be equipped in such a manner that their work may be carried on effectively.

(4) The sleeping quarters should be equipped with places to hang things, cots, and utensils or tools necessary to keep the quarters in order.

(5) The assembly hall should be furnished with musical instruments, books, a place for dramatics, a fireplace, tables and benches or chairs, lights, and cabinets or shelves.

(6) A list of camp equipment should be sent to each camper at the time of his registration. This should be carefully worked out so as to prove indicative and suggestive of the type of outfit best suited to the camp.

(7) There should be enough athletic equipment so that the majority of the campers may be engaged in organized play at one time. There should be emphasis on outdoor games and equipment that the campers do not have an opportunity to play with at other times in the year.

(8) There should be sufficient equipment available for all the activities, including nature study, crafts, first-aid, which may have a place in the camp program.

should all be considered in the selection of camp

equipment.

(2) The campers should have sufficient bedding, either

brought from home or furnished by the camp.

(3) The kitchen and dining room should be equipped in

such a manner that their work may be carried on ef-

fectively.

(4) The sleeping quarters should be equipped with places

to hang things, coats, and umbrellas or tools necessary

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- (9) There should be suitable place and equipment for campfires and outdoor plays.
- (10) There should be a good library of nature materials, drama, poetry, music, biography, and fiction, which can be used for source materials in activities such as nature study, special programs, worship services, etc.
- (11) There should be a camp store in which the campers may purchase pencils, stationery, stamps, soap, films, and other necessities.
- (12) There should be a bathing beach or pool, free from sharp stones, and other disagreeable features. There should be boats, for paddling, sailing, and rowing. There should be a diving raft or tower, float, dock, and other water front equipment as to make it a functional part of the camp program.

#### 4. Atmosphere (the intangibles)

##### a, Social

- (1) There should be a close integration of the social life of the camper with mature human relations.
- (2) Routine must be shown to have values that are enjoyable, pleasant and appealing.
- (3) There should be a prevailing sentiment throughout the camp, in favor of conformity to the accepted standards of sleep, eating and work.
- (4) Participation in the camp life and contribution to it must be made the aim and ideal of each camper.

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- (5) Through illustration and demonstration the common prejudices and intolerant attitudes of ordinary life, must be shown to be undesirable and to have no place in the camp experience.
- (6) A feeling of freedom should pervade the whole. There should be a spirit of deep privilege at being able to choose and create through participation in all the activities.
- (7) There should be less regimentation and greater camper-centered activity.
- (8) There should be a sense of belonging, which will be expressed through word or attitude, emblems and songs.

#### b, Physical

- (1) The camp site should not be luxurious but adequate and should reflect the peace and sincerity of the campers and staff. The whole should be rustic and all the buildings will blend into the natural beauty as a part of it.
- (2) The approach to the camp should be attractive and friendly. The visitors first view and reception point should be refined and comfortable without bringing the visitors directly into the camp area.
- (3) Isolation of the camp should be one of the most important objectives in locating the camp.
- (4) There should be nothing military about the arrangement.

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- The buildings should be scattered about and gathered into groups, certainly not in rows.
- (5) There should be many benches and seats at various points about the camp, where there is an especially good view of the lake or a mountain, under a great pine or oak.
  - (6) Trails and paths should follow the shade lines of the area, and need not be the shortest way to the point in question.
  - (7) There should be evidences of originality on the part of the campers, in the signs on the cabins, in the rustic furniture in front of the cabins and about camp, in the costumes and trinkets which are so typically camper-like.
  - (8) The names of the buildings should each be as personal to the camp itself as the campers can make them. Such military and out worn terms as "mess-hall" and "canteen" should be avoided.

#### c, Cultural

- (1) There should be developed a camp-culture which is not peculiar to the camp itself, but is expressive of the camp ideal, and which can carry over into the home and club life of the city.
- (2) The activities and the program should be so organized that the aesthetic aspects of the world about the camp-

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ers are noticed and fully appreciated.

- (3) The physical equipment should be "conducive to learning" on the part of the camper.
- (4) Staff members should be examples of the highest type of appreciated culture.
- (5) The activities of the campers must be checked so as to avoid the confining of interest to one of the activities or on the other hand, to too great a spread with no abiding interest.
- (6) The camper should have been introduced to a physical program which is truly physically cultural.

## 5. Administration

### a, Camp Committee

- (1) The camp should be so administered as to use the site and the staff for all three of the summer months. If possible there should be some winter use made of the property and equipment.
- (2) There should be an active camp committee, which with the director determine the general policies, and make all general arrangements.
- (3) The camp committee should take the responsibility for the publicity and the arrangements for the enrollment of the campers. They should provide the campers with the lists of personal equipment, with information regarding health examination, camp rules and requirements,

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- (4) The camp committee should assist the director in finding leaders and it should authorize the appointments made by him.
- (5) Members of the camp committee should visit camp during the camp season.

#### b, Finance

- (1) The camp committee should take the full responsibility for all financial arrangements and problems relating to the camp, such as prompt payment of bills, raising of special funds, etc.
- (2) The camp committee should take the initiative and the responsibility for all the questions regarding funds, salaries, equipment expenses, auditing, budgeting of funds, and special cases of needy children.

#### c, Camp Director and Leadership Staff

- (1) The director should be an adult resident of the camp, who is responsible to the camp committee for his administration. The assistants and the staff should be responsible to the director directly.
- (2) The director should free himself from the business details and similar details of the camp by delegating responsibilities.
- (3) The leadership staff should include a general director, a Red Cross Examiner, as swimming instructor, a psy-

and transportation.

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- (4) Leaders should be chosen at least four months in advance, and should receive a written agreement from the director as to what will be expected of him regarding the policy of the camp and regarding equipment and special training in his field of fields.

#### d, Business Management and Service Staff

- (1) There should be a business manager, responsible to the director, who orders all supplies, and handles all details.
- (2) There should be a banking system for the use of the campers.
- (3) The head cook should either be a trained dietitian or working under one.
- (4) There should be a doctor or a registered nurse resident in the camp.
- (5) The director should feel himself responsible for keeping up the harmonious relations between the leadership staff and the business and service staff, and for unifying the work of the entire staff.

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- (2) These records should be quite simple, but include health status and health habits, interests, mental status, participation and achievement in activities, social adjustments and behavior difficulties, attitudes and appreciations, efforts, and outstanding characteristics.
- (3) There should be a folder made for each camper and all records should be placed therein in order that a cumulative record may be kept which will be available to new counselors.
- (4) There should be some effort to use these and other records in judging the results of the whole camp period and as a basis for planning the following years work.
- (5) There should be some effort to observe and record the carry-over of the camp experience into the home and community life.

These standards are not exhaustive, but are indicative of the emphasis and the philosophy which is basic to the development of character through creative camping. Every phase of the camp program and environment has its effect and its contribution to the total experience which determines the outcome in the life of each individual.

### C. Evaluations

In this section we intend to give our evaluation of the current camp types in terms of the definition of the non-profit camp and in terms of the standards as given above. There are

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### 1, Recreational Camps

In the early history of the camp, the sole purpose was thought to be the acquisition of a healthy color and the camp was felt to be an agency for wholesome recreation and health building and nothing more. The camp provided a place where individuals might get out into the air and sunshine and where good meals might be had for a period each year. It was felt that such a program gave to these individuals the best that there was in the way of leisure time activity in the summer. The enlightenment of recent

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times has shown that there are even greater values to be gained in this time spent in the out-of-doors, but there are some camps still existent which have this as their sole aim.

## 2, Organization Camps

a, The largest number of non-profit camps are operated by various organizations which provide the money for their maintenance in whole or in part depending on the particular situation. These are generally functioning on an educational basis with greater or less emphasis on the results that are achieved. These include the Kiwanis and Rotary camps as well as certain of the Salvation Army and Community organizations.

The value of such camps as a factor in the development of character, is almost directly proportional to the interest and ability of the leadership which heads up the work at any given time. Many times they expect to make these developments on the basis of the name which they represent as an agency and little more. If, however, they will set for themselves standards similar to those given here, they may be said to be well on the road toward making the most of the opportunity which they have. Many, unfortunately have more desire than ability or equipment. Many such are drifting along, making little headway or real achievement.

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the contribution to the development of character which we are advocating in this paper. They have accepted for themselves standards equivalent to or comparable to those which we have given, and are seeing the results in terms of the individuals with whom they are able to do some follow-up work. Some that were mentioned under "a" above will be found to be in this group. Most of the Y.M.C.A. and Y.W.C.A. and Scout camps are doing something in this field and a few are leading the way. Certain Church and Institutional camps and of course some of the private camps which have leadership which is not controlled by the profit emphasis, are making their contribution to the total advancement and some of them have provided a great deal of the experience out of which this paper is written.

It is not possible to enter or live in any camp and say dogmatically that it is or is not developing fine character and personality. This is one of the difficulties we all face in dealing with a subject of this kind; it is not as objective as we could wish. But it is possible to say that one camp is making a greater contribution in this direction than another, and this after all is the direction in which all true educators, whether working through camps, schools, churches or any other agency are constantly working. We can and must make every effort to find and study the results of these various camp projects, and it is only on the basis of desire to strive toward highest possible returns, that we

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II. Character have made this evaluation of the various current forms of

A. Defining camping. Character.

The problem of character development and not merely as covered with a cloud of obscurity as the term itself. It is usually recognized that the difference between the meanings of the words "personality" and "character" vary with the case at hand and the thinking of the individual who is using the term. There are some who think of character as an evidence, a thermometer of the deeper personality. There are others who feel that the character is the person himself, functioning, reacting, and expressing.

It is this latter group that feel the character of the individual is "a totality of his habits, attitudes, desires, fears, fixations, inhibitions, prejudices, loyalties, values, standards, controls and ideals, in so far as these determine his behavior in the various social groupings in which he moves."

(p. 94 Winkler)

In this paper we shall think of the character as this totality. It should be said, however, that there are many who would read that definition and say that it is exactly right for the term "personality." Now, in his book, Character Through Creative Experience, says, personality "is a more or less stable organization of physical elements, impulses, habits, ideas, attitudes and purposes." <sup>1</sup> Whatever the difference in the meaning to the individual worker, it is safe to assume that each is interested in training the individuals with whom he is working in the di-

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## II. Character Development in the Camping Experience

### A. Definition of Character

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1. Bower: Character Through Creative Experience - p. 34

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rections which will make for the fullest and finest development of these elements of the human entity.

This concept of character, which is the one to which we shall adhere in this paper, makes it clear that character is not something which is acquired through study or application, but it is that which is achieved by living among other humans and in a world of facts and realities. It becomes at once both a part of the individual and the way in which the individual makes his contacts with his world. "Character is thus the art of living"<sup>1</sup> and it is the result of living in what ever world the individual makes for himself or finds himself. This latter consideration makes it possible for us to aid in the formation of the character of another by our attention to the environment in which he does his functioning. The more recent educational developments make it plain that the best in learning comes through the participation of the individual in the activities of his group. "He<sup>2</sup> learns from those he meets in the real business of living."

It is this concept of character as the functioning whole that makes the development of the characters of children so challenging and so fascinating. To do the best of work in educating the character of an individual it is necessary to realize that the sad little misfit that comes unwillingly into the camp at the beginning of the season and begins his stay by refusing to have anything to do with routine cleaning of either his own face or of his bunk, has only lived a part of the life that is allotted to him and that you and your camp program have the task

1. Hartshorne: Character in Human Relations - p. 246

2. Hartshorne: Character in Human Relations - p. 256



14

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and the opportunity of redirecting his activities into the channels which will give him the greatest satisfactions which are at the same time acceptable to the group that he is found to be living with. It is a continuous process of self-building and integration with the world without. Our part in it is one of direction and encouragement, not of splicing or grafting. Only as it is a two way process is there any character building going on. The individual may not sense his part in it but those who work with him must come to feel that they have a real part in the matter or they fail.

The learning may come through the well-worn trial-and-error method, and some of the greatest lessons in character education are taught in this way, or it may come through the recognition of a real need. Learning is never so effective as when the individual both sees and feels the need for that particular learning. "What is learned separate and apart from its felt meaning connections is not likely to be integrated either into life or into character."<sup>1</sup> Character is thus to a large extent the result of the choices that one makes in the every day contacts with others and with the world of cosmic relations as well. It is a matter of reacting to and responding to life situations as they are met. Germane and Germane have made this clear when they say, "Left unaided a child would in some cases, no doubt, respond in ways that are wholesome and that develop such traits as industry, self-reliance, honesty, self-confidence, patience, and foresight. But... the clash between impulsive desires and duty is disastrous and

1. Dimock and Hendry: Camping and Character - p. ix



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the result is a misfit in group living.<sup>1</sup> This is the point at which we enter with the training methods and the environment that goes with the camping situation.

#### B. The Camp as an Environment for This Development

If, then, character can be influenced and if the environment plays a large part in this influencing, what is there in the camp situation which makes it an acceptable agency for this function? We are reminded of the qualifications of the camp that were pointed out in the first section. It is very true that character is influenced in the camp situation, whether or not the camp measures up to the standards which we have set. It is taken for granted that it is the aim of all workers and camps which come within the standards, to develop the finest and the most worthy elements in the characters of the campers with whom they work. It is certainly true, however, that there are many other character changes which are recognized, than those which can be described as "fine" or "most worthy". Several have reported, and many have observed, that in certain camp situations and under certain conditions boys "have actually been harmed from the character stand point by their camping experience."<sup>2</sup> Though this number is not considered to be large it will serve to indicate to us the necessity of making every effort to keep the standards and the methods high and worthy.

There is a great mass of material that may be marshalled to support the camp as a strong educational and character building agency. From the literature there may be gleaned a number of

1. Germane and Germane: Character Education - p. ix

2. Cheley, F.: Camping For Character, Association Boys' Work Journal, Mar. 1928



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statements as to the value of the camp as an "opportunity for the teaching of the fundamentals of social adjustment,"<sup>1</sup> and Lieberman has aptly put it, when he says, "More than any other institution, a camp can be a child sized community with countless opportunities for the creative expression of childhood interests, and can provide a social organization in which each may function effectively on the level of his development."<sup>2</sup>

The camp is in many ways the most unique of the many educational agencies with which we have to work. If it is closely integrated with some form of winter activity it becomes the most extensive of all the combinations. This integration is quite important in planning the activities of the camp season. As suggested in the standards, there should be some persons on the staff who are acquainted with the work and methods of the agencies which deal with these same children for the other months of the year. The fact that the camp is able to exert its control over the activity of the child for so many of the hours of the day, makes it a valuable ally which every other agency should utilize to the full.

The most obvious of the qualities in the camp situation which make it a suitable locality for the development of the individual is the one which was first to be recognized: the natural advantages. The inspirational and recreational advantages of life in the out-of-doors has been exploited by many of the most progressive and forward looking agencies. The colleges have long been emphasizing the games and field activities which form such a large part of the life of the student. Progressive schools have

1. Morgan: Child Psychology - p. 384

2. Lieberman: Creative Camping - p. xi



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built open-air class rooms in an effort to bring the child into close relation with the elements and the healthful qualities of the out-of-doors. The first camp was based on the observation that city life was stifling and that country life was expanding in its action. The camps of this era were, as we have stated above, not so much interested in what an individual did while at camp, just being there was enough. Today, however, while recognizing the values of the air and sunshine, we make the natural advantages of the camp site work for us in a great many ways, toward the total development of the individual. The character developing qualities of a lake in the moonlight have never been measured, and that experience plus the understanding companionship of a thoughtful leader can only be said to be of even greater value. The very physical qualities of the camp situation make for an intimacy and genuineness that cannot be simulated in a class room or even on the playing field, for the camp experience is much more than a twenty-four hour relationship, it is in terms of weeks and even months. Any influence that is exerted is over a long period of time in the most congenial atmosphere. This rich and stimulating natural environment is secondary only to the continuous contact that is possible between leaders and campers and the overall influence of the socializing experience of living together in such inter-dependence.

There are special cases in which this formidable array of advantages are even more important and are supplemented by some special need of the camper. There are many camps which make the

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returns to the camper all the more real by giving him the advantages of a special treatment or attention which will make him more ready to accept the other advantages of the camp experience. I am thinking of the children who have come to camp with physical difficulties or even scholastic problems to be corrected and have received enough aid in these matters to free them to the larger experience of the camp program. If, however, they are forced to spend a great amount of time in these matters they will not be found to have experienced the camp as a whole but only isolated activities or contacts which are still very valuable to the individual. There are the boys who came to our camp with five or more years of living in an essentially female atmosphere. This was a "special" situation and they found more in the camp program for their development than many of the lads who had always known what it meant to deal with and to share with adult members of their own sex. The same need is felt by certain girls, particularly those from over-protective homes or from institutions where they do not have contacts with men. It is in this field that those who have experimented in the field of co-educational camps have made a great contribution.

One of the best known of these is the Pioneer Youth Camp. Under the leadership of Joshua Lieberman they find that the advantages in their particular situation, far outweigh the disadvantages. He states that, "The practicability of co-educational camping was, for us, established. Its desirability we have never seriously questioned. The association of both sexes led to the de-



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velopment of wholesome, unself-conscious attitudes; greater respect and understanding for each other; and the ability to work together in a comradely fashion. They, no doubt, contributed in no small way to each other's emotional and cultural development. In many cases this association probably served to prevent sexual<sup>1</sup> maladjustments." We are not prepared to offer any supporting material, for we have not had any very significant experience in this matter, but it is safe to say that the trend is in that direction and that there are many instances in which the results have been very encouraging. Our observations were limited to the effects of the presence in the camp program of certain male individuals during the girls' camp, and it is to this relation that we referred above.

The most important single fact in the support of the camp idea as an educational agency, from the scientific standpoint, is the fact that it is possible to try a wide variety of experiments and innovations with little or no interference. The techniques for character development have so far not been standardized, nor even well defined, yet the camp gives the worker an opportunity to make every effort bend toward the fullest realization of the best in character development. No camp director can be satisfied for more than a moment. His experience teaches one thing, if nothing else, and that is that it is never possible to predict the outcome of any given activity or project. It is true that the character is formed through the interaction of the stimulus of the environment and the reaction of the individual but it is that reaction

1. Lieberman: Creative Camping - p.230



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which is so hard to predict. It is one thing to say, "teach these boys to name the trees on the camp-site", but it is quite another thing to say, "teach them to recognize the beauty of nature and to feel their oneness with it", yet the self-same activity, i.e. a trip through the woods, may teach those two related things to two different individuals. This difference in reaction is not always the result of a difference in the situation of the two campers involved, in the camp locality. It may be directly traceable to home training, school, or church, whatever these differences are they make part of the contents of the "invisible suitcase" which accompanies every camper on his wanderings and which we as camp workers must keep constantly in mind as we attempt to make the camp project respond to the needs of each camper. These factors will be considered below.

Given the camp, its equipment and personnel, we proceed to discover and consider the specific elements in creative camping which make for the development that we are considering.

#### C. Actual and Theoretical Devices and Techniques Used in Camp

The greatest contribution and the greatest device for the developing of character is undoubtedly in the contacts and the associations of the camp program. Bernard Mason puts it this way, "...new associations push the horizon farther back, broaden the vision, tone, shape, and humanize the personality. Intimate contact with many fine wholesome companions for eight weeks in camp ....is one of the most constructive experiences that can enter



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the life of a boy or a girl." He has in that paragraph, at least hinted at the two approaches that are accepted as the principal methods of procedure in the modern educational system. He speaks of the "new associations", and we may take it to be indicative of the group influence which is so very important. The "intimate contacts" we may suppose to be with both campers and leaders, and it is in these latter contacts that much of the individual work is done with the camper. We feel that there is great use for both of these devices in giving the camper the most in the way of creative activity and personal understanding and help.

There are some who will feel that there is so much of importance in the work that may be done by one method, that they will direct all or most of their attention toward that approach. In certain camps the group emphasis is greatest. Here we find that there is a large amount of organization around the group and with every activity planned to attract the group and to push the individual into a contact and activity with the entire group. All matters of policy are entirely the desire of the group and the individual must find his place in that program. The group is let to make its own decisions and they are adhered to come-what-may.

The camps in which the reverse is true, will be found to be so few in number and so very special in motivation that they do not figure in our thinking. Even the strictly therapeutic camp in which the individual is the real problem and his treatment is the main emphasis, there is no effort to make him the only unit of consideration. It is found to be far better from all considera-



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tions, to strike a balance in this matter as in most others.

In short, the question which is always before us is, "Does the process, whatever it is, lead to the growth of the Camper?"<sup>1</sup> The growth of the camper does not come through the exclusive use of any one "system" or "process". Growth comes or does not come to the camper in proportion as he is and remains the main consideration of every activity and every decision which is made throughout the camp season. Long ago in my camping experience a fellow Junior Leader made the observation after a particularly uproarious "leader's party" held not forty feet away from the campers' tents, "this is really a Camp for Councilors". Many times since, this phrase has been brought to mind as an apt description of certain activities, and emphasis in the camp program. It is not a camp for parents or leaders if it is a true camp. It is a camp for campers, whether they be ten, twenty, or forty, male or female. It is this camper-centered program and procedure that is to be emphasized herein.

Just what is this "camper centered program"? It has been outlined in cold statements in the section on "standards" above. We will now give it expression in the true life situations around which this paper has been conceived and written.

### C. 1. Program

#### a, Objectives

The heart of the camp experience, the part which pulsates and throbs with the day-to-day living-out of life's experience,

1. Louis H. Blumenthal: "Group Work Process in Camping" Camping Magazine, October, 1936.



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is the program. The camp-site and the staff are only properties and participants in the process, essential and effective to be sure, but always subject to the rate and health of the program. We have indicated that we think of the program as the result of the experience and thought of those in charge of the camp, plus the suggestion and the contribution of the campers themselves.

Just how they are to make this contribution depends to a large extent on the methods and the philosophy of the director. It usually, however, acts in so very natural a manner that no one is really aware of the facts except those who are wedded to the principle that a program is THE program and is not subject to change. The campers assert themselves on the program in the most simple manner oftentimes.

At the start of our boys' period one year, we found that there was considerable resistance to the idea of a morning dip. We recognized too the physiological factors involved and decided to make no special notice of the dip but to leave the item on the morning program for a while. We recognized that though some do not profit by a plunge into the misty water at the crack of dawn, others are given a good start for the day by the exertion and the stimulation if they are in good physical trim. In either case we did wish to avoid coercion on the matter and left it as quite optional. As the boy's period proceeded, (and incidently the water became warmer) one cabin of the older unit discovered that all its members had gone in for a dip on a certain morning. They made sure that all the camp knew of it by noon, and the next morning

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found almost the entire senior unit out for a dip. The leaders, fortunately good sports, were all in with them, though a little late. Soon there was a race on every morning to be the first in. Then the whole morning program had to be stepped up fifteen minutes because the cook complained that she could not get breakfast with half the camp sitting on the steps of her domain. The effect was stimulating to the whole day's program and it lasted till the end of the season. Not a great achievement, to be sure, but the campers did what we would hesitate to attempt in getting the day off to a good start.

Group suggestion like the group pressure above is always to be preferred to leader instigated activity or behavior. The program should develop around the pre-thinking of the staff and the desires of the parents, but always at the direction of the campers as expressed through their spoken requests and discovered needs and desires.

#### b, Integration

The integration of the camp experiences with those of the city activities is very important to the total development.

Lyle had made a good adjustment to the life and the limitations of the institution in the city but the camp was a new and different world. In the institution he had been the one who told a new member of his cottage that, "It doesn't matter what you have done, we're all pals here". At camp he found a new set of standards and a new emphasis on the independence and the right to self

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expression which prevailed. He was said by his cabin mates to be a sissy and though twelve years old he did not want to enter into the activities with fellows his own age, but preferred to take the second place in a younger group. It took three weeks for him to discover that here too, he was on an even basis with all the others. He wanted affection, and found it in his leader. He wanted a means of expression and found it in the nature study activities. He ended up the summer with a realization that the camp was an integral part of the city program and that here too "we're all pals." He had found that here he could have that feeling of "belonging" which is so necessary to character growth, in any form of group work. The integration was not as good as it should have been or this change would have not been so noticeable in his attitude. The camp is certainly a very different world than the city, but the difference can be made less obvious and the transition made less difficult by careful introduction to the camp at the start.

#### c, General Features

We feel that the effect of a camp experience does not begin to take, in less than two weeks. The life is so new and the adjustments so many that it requires that length of time for the child to become a camper. Some directors plan to have the program tuned so that the first three or so days are little more than eating and resting as far as planning goes. The campers are encouraged to explore the area, to locate the playing field and

expression which prevailed. He was said by his cabin mates to be a staid and though twelve years old he did not want to enter into the activities with fellows his own age, but preferred to take the second place in a younger group. It took three weeks for him to discover that here too, he was on an even basis with all the others. He wanted affection, and found it in his leader. He wanted a means of expression and found it in the nature study activities. He ended up the summer with a realization that the camp was an integral part of the city program and that here too "we're all pals." He had found that here he could have that feeling of "belonging" which is so necessary to character growth, in any form of group work. The integration was not as good as it should have been or this change would have not been so noticeable in his attitude. The camp is certainly a very different world than the city, but the difference can be made less obvious and the transition made less difficult by careful introduction to the camp at the start.

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the swimming hole. This is the general rule and it has of course its exceptions.

Tommy had been to camp the previous summer, and this makes a great difference in what happens the first few days. He had been dreaming all winter of the things he wanted to do at camp.

The bus had arrived, the boys were pouring out, the leaders were disentangling themselves from the boys and the baggage. From out of the midst of the melee came a bounding something which shouted, "Hello Skipper" as it darted by. In less than an hour Tommy had been all over the immediate property, and came running up to the director with another old camper in tow. "Can you tell..us....where..we can get a hammer....and some nails, Skipper? We want to build a raft to go out on the lake". That was rather fast adjustment.

It was valid, however, and Tommy was as active the rest of the season, and had quite a reputation as a builder. The director, fortunately, had rather anticipated the coming of such boys as Tommy and there were nails and old boxes, as well as logs, for Tommy and his friends. There was little that was needed to give them the satisfaction of accomplishment, design, mastery and joy of utilizing the product of their labor as they floundered about on their raft at swim time.

But the greatest contribution of the experience to Tommy was the discovery that if others shared with him the work of making the raft, others must also be allowed to share in the use of it. This bit of socialization came as somewhat of a blow to Tommy,

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but it stuck and showed itself in two definite ways. He, thereafter, was quite careful with whom and how many he collaborated, and second, that a raft is not much fun for one fellow to play with all by himself.

The scope of interest is as varied as the campers which are under consideration. But the thrill of new experience and the joy of discovery will work wonders in the attitudes of certain individuals. The evidences will sometimes come in the most casual ways.

Betty had a reputation for being morose and disinterested in all that had been tried as a stimulus. When her turn came for her trip in the sailboat she, like many of the others, looked at it as a bit of an adventure, for it was her first sail. She was mildly interested as the boom came over for the first time, and definitely active as the spray dashed her face. Before very long she said, "You know, I have always thought that pictures of sailboats looked so funny, but now I see that they are really beautiful." It couldn't have been the particular craft in which she was sailing that was so beautiful, for it was a bit dowdy, but it represented all that was graceful and spirited for some time. It wasn't long before she came saying, "Skipper, there is a girl in the senior cabin that likes poetry like you do and some of it is awfully pretty."

The opportunities for the campers to develop and to discover special interests should be well provided. There are few devices better for the resocializing of an individual than the self

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discovery that he is important to the group and that he can make his contribution and achieve his own reward in success.

Wayne was a good camper, but felt his sixteen years heavily. He did want to be useful and yet did not want to be pushed. The director remembered that the carpenter, who had been in camp for a few days at the beginning to do special work, had said that Wayne was a good "helper." The key to the toolhouse was turned over to Wayne and all matters of repair and construction were referred to him as "Camp Carpenter". He did his work well, took a special interest in the upkeep of the site and seemed to have found in carpentry an interest that made him willing to make his home on a farm, instead of Ford Trade School, when he learned that he did not have the mentality to enter. When the director saw him in the city just before the second season, the boy said, "Gee, I hope I can get to camp this year, but it all depends on whether or not I can get the hay in before time to go". Life was quite worth living and there was no note of self distrust.

#### d, Participation, Responsibility and Suggestion

At the very basis of all development there is the necessity for participation. It is not possible to smear on culture or character as one would a sun-burn lotion; for if one does, it will be found to come off with the same ease and to have left about as little impression on the total personality. Character must be achieved, and we cannot expect the individual camper to find for himself the way in which he can best develop. In talk-

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ing of this matter with a camp director recently, he said, "Children can't be just set down in a good camp atmosphere and be expected to achieve character development, it must be pointed out to them". It is this pointing out process which takes the greatest ingenuity and patience on the part of the director of a camp. It cannot be done objectively as the pointing out of a tree or a water beetle. It is difficult to know when an individual is or is not making developments. It is especially hard to make any headway in this development through the tutor method. A child must be "set down" in the good camp atmosphere and then allowed to find for himself a great many of the advantages which are his for the taking, but always in the background there must be the ever watchful and understanding person of the leader who is making these advantages and opportunities obvious to the child.

Carl was quite a little fellow, rather undersize for his twelve years. He did nothing to attract attention, rarely entered into the activities of his group. He seemed to live just inside his eyes. He was kind and responsive when someone made a special attempt to bring him out, but always returned to his place of watchful interest. About the middle of the season he came to make his first and only request of the summer. Could he be allowed to work in the kitchen for more of the day, and on days in addition to the time that each camper spent on "cookee-duty"? The request seemed to be a reasonable one, the cook gave her permission and Carl disappeared into the realm of pots and pans. After a few days the director made an inquiry as to the progress

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After a few days the director made an inquiry as to the progress



of the new helper. The cook reported that he was the only one of her helpers that she could count on and who did not eat more than he was worth. When Carl was questioned about his new adventure, he replied as always, "O.K." but there seemed to be a bit more sincerity behind it. The director feared that the boy was losing even more than usual of his play hours and was interested in the report of his leader at the next meeting. "Carl is entering into activities more these days. He seems to think of himself as being of great importance and to do his job right he has agreed with me that he must get more recreation and play". If there was any special reason for the change it might be found in the fact that at last Carl was finding in the talkative cook an individual who was willing to do most of the talking and give him the affection and approbation which came in too small doses in the ordinary run of the day. Through an active participation in a branch of the activities of the camp of his own choice he had come to a better adjustment in all the branches.

For the best in socializing devices we suggest the delegation of responsibility, for it like participation, brings the camper into direct contact with himself and his real place in the group.

Bill had gotten off to a very bad start for a second year camper. He gave his leader a fine chance to use a great many uncomplimentary adjectives in his report of the first week; "complains of the fare", "loud and insulting", "sings smutty songs", "picks on anyone in sight", "a nuisance". Such was the tone of Bill's first two reports. The leader frankly disparaged of him at



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times.

Then several of the boys had to return to the city to go to work in a cooperative trade school. The director was considered a bit too optimistic as he took Bill aside to suggest that he might like to take over the Junior Cabin Leader post in one of the Middler Cabins. Of course he wanted to, he liked to boss, but when he was all moved and had put in a day at his new responsibility he took his old leader aside to ask him, "How would you suggest that I go about getting those guys interested in their projects?" He wasn't a new boy in the full sense of the word but he was a very different boy and ended his season as one of the most active and responsible of the older campers.

Suggestion goes far in securing responses. The cabin clean-up had been only fair for some days. It was suggested in leader's meeting that we make some special remark about the very original way in which one of the cabins had decorated the interior of their hallway. Though there were no prizes offered there was public recognition given to those cabins which made a good impression on the nurse and her assistant as they checked each day.

After the announcement regarding the special efforts of one of the cabins the nurse reported a general improvement. One cabin had gathered pine cones and had made a border about their mirror. There were boughs of green on the rafters and there were walks with boulder borders to be seen everywhere. The nature counsellor reported with some chagrin that his young hopefuls had made a bor-

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der for their bulletin board with sprays of poison-ivy. To what lengths the decorating might have gone had the season lasted a bit longer, no one knows.

To many campers the greatest difficulty is felt in choosing the events and activities which appeal to them and those which make for the greatest camp experience. Toward the end of the summer there is always a mad rush for a few of the activities in which some of the campers have found a real attraction, but which the others have overlooked. The archery outfit was brought out regularly toward the end of the season after a few of the boys began to tell of their prowess. The girls found that the camp-craft was real fun only after several had reported their experiences at fire-building.

Dorothy seldom did anything for the first time without a great deal of urging. She had signed up for camp-craft, but had never attended, preferring to watch others in such activities or just climb trees. If she ever did turn up for an activity it was long after the others had started. Some of the leaders had given her the response that she expected; they told her that if she couldn't get there on time she couldn't take part. One of the more understanding of the counsellors, however, made a great impression on Dorothy one day as she arrived at the fire-building area after the others had their fires going. When she asked Dorothy if she would like to start even though it was a bit late, she seemed to be surprised and pleased and began at once to go about the place questioning the others as to the fine points of

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the art and then started her own in good time. She surprised herself and the others as well.

#### e, Flexible Program

We have made it clear that we favor the flexible variety of camp program. This cannot be interpreted to mean lax. There is a great gulf between the two and whoever slips from flexible to lax will fall into that gulf and take with him the best out of the camp experience. The latter allows for the free play of inspiration of a clear sky and a full moon, which changed the planned story-hour indoors to a campfire on the lake with every one in boats or on the very end of the dock and a raft carrying a campfire, and the other says, "Well, it is so nice out, we'll just let the story-hour go, and you can do what you wish". One develops the appreciation of the stars and the heavens plus the joy of singing quiet songs with your campmates, while the other makes for dissatisfaction in the minds of the majority and the pleasure of silent appreciation and soul filling on the part of the few. This latter may be the better bargain in some situations but if the camp is running along normal lines the former comes nearer to the real possibilities of the natural situation, in terms of character and development.

#### f, Activities

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felt and applied, the value of the activities will be at once recognized in the actual returns of character growth.

The use of the drama, music, creative work and crafts is rarely anything other than positive in contribution.

Learning to make social adjustments is one of the greatest contributions which the camp program can make to the individual. "Only by having as experience of social responsibility can children contract the effects of cooperating and of failing to cooperate, and so learn to direct themselves",<sup>1</sup> says Hartshorne. This "experience of social responsibility" comes to the camper in any one or all of several common situations.

In the first place the camper is placed in a cabin with seven others. He finds that all cannot sleep on the upper bunks, or perhaps it is the lower bunks that are in style this season, and he has to either become the boor and force his way into the bunk of his desire, or be the diplomat and persuade himself into the bunk or he may decide that he will wait his turn and trust the leader to give him his chance later. Anyone of these reactions is quite in order and is rather common among older, as well as younger citizens, but he has the opportunity to take his choice of methods and to learn by so doing.

#### g, Cabin Placements

The whole matter of cabin placements is a serious one in the conduct of a healthy camp. Few have the occult power to make the right decisions as to the proper location for every camper without any misses. Every director has in his hands one of the most

1. Hartshorne: Character In Human Relations - p. 179



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powerful devices for development yet devised as he sits with the Campers List before him, making the first assignments of the season. There will be changes, to be sure, but the fewer they are, the more smoothly the program will slide along.

One illustration will give the picture of what may be done through the use of cabin placements and changes, although every director can give a hundred to match. Phyllis and Peg came to camp the best of friends. They were placed in a cabin together at the beginning of the season and spent a great deal of time together. Their actions about the camp were interpreted by the counsellors as the symptoms of a definite "crush". They did not have time for any of the activities and they could do nothing without being together.

At the end of the first week several changes were felt to be necessary in the Middlers Unit, and it seemed wise to make a division in the cabin in which these two girls lived. At a leaders' meeting on the eve of the change there was much debate pro and con, but it was finally decided to put Peg in the cabin next door with a group of girls a bit younger and more her level of development. The skies fell as predicted and the storm did not seem to be so heavy in any locality in which there had been a change as with Phyllis and Peg.

After about forty hours of weeping and glaring at all who were thought to have had anything to do with the change, the skies again cleared and the two girls went about the business of adjusting to the new situation. In less than a week they were

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both active in the events of their unit and each was devoted to the leader of her own cabin. Not only was the lesson of adjustment learned from the experience, but they had both reaped well in satisfactions from activities which they had ignored as long as they had each other.

The mental or developmental age is far and away the more useful than the chronological age in making cabin placements. Many a mistake has been made when a small bright boy has been kept with his own age group and has led them all to certain destruction at the hands of an over-wrought leader when he should have been in an older cabin where he was less apt to be always right. The education of the group is too important a thing to be handled lightly. It is also too delicate. The fine adjustment between a progressive cabin and one which is a hotbed of dissention can often be achieved on the basis of a single transfer. The psychologist and the director can make wise pronouncements on the probabilities in such and such a case, but the alert leader can often spot the trouble with greater accuracy or advocate the change which will make for a general improvement in moral and progress.

It took about three days for certain leaders to make their voices heard on the matter of the younger campers and their lack of sleep. Once the staff was ready to listen to them, things were already in a sorry state. Several of the littlest had lost weight and did not respond to the activities well. The cabins were small editions of mad-houses.

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It took about three days for certain leaders to make their voices heard on the matter of the younger campers and their lack of sleep. Once the staff was ready to listen to them, things were already in a sorry state. Several of the children had lost weight and did not respond to the activities well. The cabins were small editions of mad-houses.

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the staff the adjustment was swift. A hitherto unused cabin at a distance from the rest of the cabins was at once made ready for occupancy and in moved the six youngest. They had a separate campfire and activity area. They ate with the others but went to bed earlier and otherwise conducted their own camp. The results can be anticipated. They were wholly gratifying to say the least. Their own type of play and activity became much easier to conduct. They became growing, experiencing, happy little "Midgits" and "creative camping" became a reality to them.

Cooperation, like so many of life's lessons is "caught not taught". Cabin life, Cookee Duty, Team-play, Stunt-night all make the catching easier. All discipline should be considered to be the natural outcome of the offense as far as possible. It has been so in all our work. The lad who goes off the campus area without permission misses the next trip, no matter where it is to be. Just so the boy who finds it distasteful to do the dishes when it is his turn to be on Cookee Duty, and who runs out at the end of the meal. He finds the door locked against him at the next meal and the proposition is put up to him. "If you want to eat, you must do your part to keep the food coming. When it is your turn to set the table and to clear and wash the dishes, you will be expected to do it. If, however, you would rather not do the dishes, you will have to give up eating also. Your dinner has been put out for you by one of your cabin mates. If you want it, you will take a turn for him when his Cookee Duty comes up next. Does that sound fair to you?" It usually does



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and the boy has been educated over the rather difficult adjustment of doing something for himself, a very difficult adjustment for many youngsters these days.

#### h, Ideals and Moral Teachings

In many of the more usual definitions of character there is a great emphasis on the ideals and the moral teachings. We have shown in several ways that we are favoring that meaning of character which includes the whole being; personality, abilities, prejudices, hates, and loves, as well as all the idealistic and moral factors which go together with these other attributes to make of him the man he is. It is certain that one of the most powerful elements in the character is that whole configuration of ideals, standards, moral strengths, and attitudes which the individual has gathered through his living.

Those of us who work in the camp atmosphere recognize this need and its importance. We also recognize that there is no agency, including the organized church, which has so ready at hand the devices and the building materials out of which to build strong individuals. The out-of-doors was the first temple, and we attempt to keep it as an inimitable vehicle for the religious aspirations of all humans.

The camp program offers a great many opportunities to teach by example and by precept, the religious principles which are fundamental to any and all religious faiths. The camp program which depends on the Sunday activities alone, whatever they may

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be, to bring the camper in a closer touch with his God fails in the largest area of its responsibility. Right living cannot be confined to any one day or to any one set of activities. In the city we are forced to come near to trying to do this, as it were. Every hour of the day may well be an hour of worship and every act be an act of devotion.

There are, however, certain high spots in the program on which we can put special emphasis and reap great returns in the lives of the campers. It has been said by many of the most experienced persons in the field of camping, that the campfire in the organized camp is the greatest single tool for the carving of great souls. Whatever its relative value, it is great, and we must use it to our best ability.

The routine song-singing and story telling that is typical of camps everywhere at the Sunday Services cannot be placed in the same class as far as the impress that it makes on the individual with the close, warmhearted, soul lifting experience of a tale of strength and truth told around the dying embers of a campfire.

The ideals and the aspirations of the campers are stimulated in a number of other ways. The Chapel service must not be discarded, it must be renovated. The God of the camper is the same as the God of the city-bound bookkeeper, but he expresses himself in many different ways. The services of camp should be held in a beautiful spot in the open. They should be simple, expressive, retaining only that form and ritual that is quite meaningful to

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boys and girls. It should point out to them the elements of the religions of the world that are all in common. It should strive to make the camp period one long religious experience with an opportunity for emotional outlet as well as an opportunity for the expression of a desire for service.

Ideas and soul-thought may be stimulated effectively through the use of camp tradition and rituals which the campers can devise and improve on themselves. The leaders and the old campers make a most noticeable contribution to the implantings of ideals as they conduct these rituals and as they talk of the camp traditions and spirit. If it is true that "there is a tendency to keep separate from conduct one's ideals and standards, particularly<sup>1</sup> when these assume a general and abstract form" as Hartshorne indicates, then the task of the camp is more important, for where else in life is there so perfect an opportunity to live as you profess and believe. The camp is set up on the foundations of right living and thinking, and it does its greatest work as it trains the campers to carry this over into action. The camper, on the other hand, has an excellent chance to see religion at work in the lives of his leaders and campmates and in his own life as he begins to take cognizance of those values. The carry-over into life at home is not easily measured but it certainly exists, as evidenced by the profound reactions of parents to the demeanor of their camper children on their return to the home.

The establishment of ideals of right living are the results, then, of the entire camp experience and are not thought to be

1. Hartshorne: Character In Human Relations - p. 228



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taught by any one or two special devices. "The problem is being ingenious enough to devise ways of making desirable action desirable to the camper".<sup>1</sup>

i, Government

The campers must be conscious of their place in the program and the activity of the camp. This may come through a hand in the government, or through a camper's council which attempts to make suggestions and criticisms. The provision for camper-leader cooperation may not even have the dignity of a name, it may be felt by the campers and be the aim of the leaders at all times. A most difficult role is that of the leader who finds that the campers wish to do a thing which will deprive the leader of a chance to shine or will cause him to give over some of his pet ideas.

A good song leader in camp is almost as valuable as the cabins themselves, but the singing is never any better nor more enthusiastic than when the campers want to sing. Many a good campfire has been ruined by the insistence of a leader in charge that "We have sung for a half hour, now we will have....." and the campers clamber for more. There is a difference between giving the camp over to the whims of the camper on one hand and the intelligent use of the camper-desire in running the program on the other.

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it, and the campers have a strange warmth come over them as they see a bunk-mate or a unit member up there trying to "get the music out".

Participation in all the events and activities of the camp life is the goal and this means as much in terms of government and management as in activities.

## 2. Leadership

To the camper his leader is the center of all that is fine in the camp situation or he is nothing at all. The leader has the gravest responsibility. On him rest the tasks of interpreting the will and direction of the staff to the campers and of implanting those factors of idealism and good camping that make for the development, growth and maturation of the individual. The choice of leaders is, then, of utmost importance in the setting up of the camp.

Don came to camp with a long history of difficulties with all the adults who had had anything to do with him. He had begun to think of himself as one who would never be accepted. This was about all that his own leader was told about his past when the cabin assignments were made. Don sulked into his place in the cabin group and did nothing to make himself attractive or bothersome. He just drifted. "He acts", said his leader in his first report, "as though he expects the boys to accept him for the things that he has done in the past, but is not making any attempt to get the leader to like him".

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The leader was given a bit more of the boy's background and asked to try to cultivate him more. The next report showed "he is cooperating more in the cabin and seems to have a real interest in what his own cabin does". By the end of the fourth week he was rated as one of the best campers in his unit. He was no longer moody or secretive, he was cooperative, he offered suggestions to the leader and was ready to abide by the will of the group. He made definite progress in all the departments of the camping program. We feel that it was largely the result of the unique experience which Don enjoyed, of having an adult interested in him and not what he had done. That leader became more than an idol, he became to the boy the symbol of what an adult could be, and we think that he made a definite change in his whole character on the basis of, not because of, the experience the summers that he has spent in our camp have brought to him.

To the boy who always in the past has had to run away as soon as he has broken a window, it is somewhat of a new experience to be told by the leader who finds it, "You are certainly improving your batting to be able to hit that window from home plate. I don't think it will take you long to fix it, and then you can get back to the field and finish the game or maybe it will be swimming time by then". The boy fixed the window and earned the money to buy it by work about the camp, but the breaking was not a matter of fear and lying that it had been all of his life to that time. He had the satisfaction of knowing that he was improving in abilities, which was the truth, and at the

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same time learned the value of a pane of glass by having to work hard to repay it, but at no time was the affair a hateful or a shameful thing; it was as near like life as we could make it. But each of these lessons seemed to be of less importance as the summer went on and the boy was found to have a feeling for that leader that he had never had for a male adult in his entire life. He did not ever show the sneaky tendencies which so marked his early days in camp and his whole life at home, but became as straight forward as his leader and made a real effort to keep up with him in every way possible.

There are many contributions that the leaders make in the course of the summer, and we can never know what they all are, but is safe to say that the effects are numerous enough and of sufficient importance to warrant the careful selection of all staff members.

### 3. Physical Factors

#### a, Location

The location of the camp is of very great importance for the best use of all the elements in the environment. The campers come to camp to have fun and this should be the principle behind all the physical arrangement aside from the utilitarian considerations. Seclusion is one of the main features in camp life if there are no distracting reminders of the outside world. A camp on a well populated lake or near a highway that is apt to bring too many visitors will find itself greatly handicapped in creating

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and maintaining an atmosphere of natural isolation and the program will suffer in many ways.

The girls were not too sorry that the ice-man was not really a "man" but was nearer to sixteen than twenty. He was "interesting" and they made no bones about their interest in him. The director was not anxious to make the acquaintance taboo and said nothing until it was found that there were three and then four "ice men". Then the situation began to become acute as it was learned that there were plans afoot for meetings after dark and off-campus. It was no problem for the boys involved for they had just about a half mile to come from town, but it was a real trouble for the staff. The scare of the "peekers in back of our cabin" had its day, and the director and everyone on the location vowed that no camp had any right being so close to town, no matter what the other advantages were.

Even in such camps where the actual problem of "visitors" does not present itself, it is much more reasonable to suppose that the camp program works best in camping country.

#### b, Buildings

In the section on "buildings" we gave our opinion of the necessary specifications, and now we wish to make a special point for the value of a cabin or tent that is of such size that the cabin group is eight or less. It is often somewhat less expensive to build a big dormitory sort of place and to put into it ten or twelve youngsters and expect them to feel the tie of the

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group, but it is not so inexpensive when it comes to the accounting of results. It is then that we find that the returns are a bit meagre for even the saving in building material.

There should be some place that is "nice". Whether it is the library or some corner of the Lodge, it should be a place where a camper can go to sit and feel a sense of retreat from the sand and the sun. There is real value in the frequent visits to the outer world, in terms of balance of interest and a re-evaluation of emphasis. There is a comforting warmth that comes to the slightly homesick camper as he settles down in a comfortable chair to think or read. One is not always wise to take away all the vestiges of civilization in an effort to reach the elemental values. We all have to return to the city at some time and we must be ready to accept the fact that there are strong ties which we cannot and would not sever.

c, d, and f, Sanitation, Health and Safety

The matters of sanitation, health and safety weigh heavily on the mind of the director of any camp, and rightly so. It is not necessarily true that a well camper is a good camper, but it is often true that a sick camper is no camper at all. The early recreational camps found their prime reason for being on the basis of the health of the situation. "A robust physique .... is a condition highly favorable to a wholesome mental and spiritual life",<sup>1</sup> says Holman and he has given the most often used statement in favor of the recreational program. We also recognize the

1. Holman: The Cure of Souls - p. 17

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truth of the statement and are anxious to carry it to its conclusion. It is certainly a fact that the health of the boy makes the acceptance of the wholesome life more possible and it makes the wholesome living of life a reality. We in our camp make the health of the body of first importance and with a camp full of healthy, brown, animated little bodies our next task is one of directing those bodies and the minds that go with them into a wholesome experience which is the prime function of our non-profit camp.

#### g, Psychological Health

The psychological health, then, is the factor that makes the difference and it becomes the point of entry for the other values which the camp situation makes possible. The individual needs in this matter must be studied and made the center of intelligent treatment, not in the psychiatric sense of the term, but in the educational and the common sense meaning. If a camper is in such a state that he is really in need of the attention of a psychiatrist he has no place in this type of camp. It is not yet a settled matter, whether or not the mentally ill individual has a place in a camp for normal children. There is much to be said on both sides. But of one thing we are certain, that there is seldom a campers' list anywhere in the country that does not contain the name of one or two individuals for whom there is some special treatment indicated and needed. We can't show very certain lines of demarkation between the sane and the insane, and we distort

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the situation if we avoid the issue and treat all campers as normal or all as "cases".

The psychological health of the individual is no more obviously controlled than the cultural or the idealistic attitudes which we hope he will acquire. We can set up situations that make for mental growth and psychological health and then maintain the camp on a normal basis.

#### 4. Atmosphere

The camp is only a group of interesting buildings and equipment until the campers arrive and the program gets under way, and then it seems to live, and throb with the thrill of it all. What makes the difference? There are a number of areas in the process that we can point to with the assurance that they do make a profound contribution, but there is always something that baffles description and is never absent from the camp that is really doing its job. It is something that is felt, not seen. That is the excuse we have for the use of the term "atmosphere".

The camper is not often led astray by the tinsel of a slogan plastered program that takes upon itself the task of informing the campers at every turn that they are developing character. The child can often see the insincerity when the adult would think he was covering himself well. There is no substitute for truth in the camp program. It shows an individual in his true light better than any other situation. The atmosphere of a camp cannot be ordered in bottles and sprinkled about. It is real, or it is not at all. "Real attitudes rather than expressed beliefs

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it is not at all. "Real attitudes rather than expressed beliefs



1

are communicated to children".

This atmosphere is present in every activity and in the camp itself. It is strengthened by the lay-out and by the prospect from the road of entry, but it lives and grows in the hearts and lives of the campers. For this reason it is of special concern to the director that he have in the staff group several individuals who have the camp attitude and way of conducting themselves so much a part of their life that they inspire the campers to acquire it too. A director with whom we have worked for several years, once said, "The thing that I will always remember about that fellow in his leader days was that feather that he wore in his hair. He seemed to be a sort of civilized Indian and the boys followed his every move as though he was the 'spirit of the camp' himself". A cabin leader was heard to say, "I never saw a corps of brigadier generals that looked so grand as that bunch of mine when they get decked out in their yellow neckerchiefs and their white shorts and shirts."

Camps that are fortunate enough to have original songs in their collection are to be congratulated and camps that never add new songs to the campfire list are to be pitied. The value of good singing and of good music has not been shown to be less than most of the accepted devices for establishing and maintaining camp spirit and atmosphere. The camper lives his summer over and over in terms of the songs he learned there. It is our duty then to provide him with worthwhile songs to remember, and there are a large number that are both good and attractive to campers.

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In selecting songs, planning the campfire, starting a nature cabin, in fact throughout the camp season it must be always before the mind of the staff that campers come to camp to get a tan and to have fun. All that goes on in the camp either contributes to this desire or is a bore. "The boy is no idealist, no subtle, no ulterior motives; he wants to have a good time" and only as we supply him with the tools with which to have fun do we play the game with him. He is not so much concerned, we must remember, with the reason for each activity or the value, but rather he is interested in the way that it will strike him, either as a good idea or as a poor one. He is not interested in his character development, it is we who are studying and striving for it. He can be encouraged to participate and to take part in the activities, but if they are planned with him in mind at all times there will be little need for special inducements.

##### 5. Summary

Character development is effected in a number of ways, in the camp situation. Each factor in the program, leadership, site of the camp and the general atmosphere which prevails in the camp, all make their contribution to the development of the campers in terms of character. This contribution is not a total of all the positive factors in the situation, it is the result of the interaction of all these factors among themselves and on the camper. No one element can be said to have an isolated contribution to offer. Only as there is a sense and a reality of interaction and complimentary effect can the camp situation make its greatest gains.

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in the character growth of its campers. We can never attain the best possible results in the camp situation until we have learned to use all the facilities at our disposal. We cannot ignore the health of the individual, nor can we ignore his mental and emotional limitations. Bower in his book, Character Through Creative Experience, makes this clear as one of the basic facts of character education. He says in part, Techniques alone are not the answer. We must go after all the relations, "endocrine glands lead us to social factors and they lead to psychiatric factors".<sup>1</sup> The whole individual is our field.

#### 2. Character Development

##### 1. Character Education

The position still holds true, "Character is educated" and we must look for some means of getting at the heart. Character is given us the way, "activity without experiment and with a wide freedom of choice", and we must be willing to experiment that we are doing all the time things which we know that we are.

The scientific contribution to the study of character has been, hitherto, largely in the laboratory, but as time passes, they have been in the fields of psychology and law and now biology. We have learned a great deal about the structure and the effect on the functioning of the brain. We have seen how various techniques for testing these functions. We have seen the need for a large extent in gathering data and

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### III. Means of Evaluation

In this work we have shown ourselves to be rather sure of our objectives; much more definitely aware of the factors which make for success in attaining these ends; but only hesitant about making any exact claims for or deductions from our work in the camp. This condition of affairs is not an evidence of poor grounding in the subject, we feel, but rather the result of a situation in which the science of measure has not been able to keep strides with the understanding of the problems involved in character development. "Until the psychologists perfect methods of measuring character as they now measure other human attributes we must remain largely in the field of speculation as to the results of any character-development<sup>1</sup> undertaking".

#### A. Measurable development

##### 1, Character Measures

The question still faces us, "Success or failure?" and we cast about for some means of getting at the facts. Hartshorne gives us the spur, "activity without appraisal is, ... a mere treadmill process",<sup>2</sup> and we turn to science for assurance that we are doing all the fine things which we think that we are.

The scientific contributions to the study of character have been, to date, largely in the laboratory, but no less valuable. They have been in the fields of physiology, sociology and psychology. We have learned a great deal about the emotions and their effect on the functioning of the body. We have some laboratory techniques for testing these factors. We have used the case work technique to a large extent in gathering our data and

1. Glueck: Preventing Crime - p. 350

2. Hartshorne: Character In Human Relations - p. 321



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in using it in the sociological and psychological studies, but the testing has been inferior to the insight.

We have no measures which will test the general character or any other trait as the Binet will test the general intelligence. There are several tests which do well in testing certain phases of the character configuration, but even they do not give us objective results. The interpretation of them leads us back to the place in which we have the child before us and are told to estimate his character.

## 2, Trait Tests

There are a great many tests that are in use which we cannot evaluate here. Certain educators and workers in this field think that some are quite reliable and test for the traits that they are designed to test for. There are behavior rating scales and individual difference studies, achievement tests and a host of others. We can measure many of these factors with fair success, such as moral knowledge and discrimination. But, as the work of Hartshorne and May demonstrated so long ago, there is not a close correlation between knowing right and doing right.<sup>1</sup> The results of many of these investigations yield most interesting material for speculation, but few come up to our needs. Interesting and helpful facts are gleaned from them, however, and some have been used in this paper. Others include statements which imply that "knowledge taught in the conventional way does not determine conduct"<sup>2</sup> and "ceremony and story are substitutes for action, not action...Participation alone offers

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2. "Building Character", Proceedings of the Mid-West Conference on Character Development, 1928



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a complete picture of the conditions under which character may<sup>1</sup> conceivably grow." (See Kilpatrick and Coe, Scale for Judging Educational Value of Organizations for Adolescents.)

We must be ready to accept whatever the scientist has to offer from time to time in the matter of tests and measure and will hasten the cause if we will be cooperative in all the surveys and questionnaires that we receive from them. Whatever method of testing does finally appear must be able to give us a complete analysis of the attitude-measuring scales and the behavior-frequency scales, but at the same time we have found our greatest success with the careful observation of the camper in the situation in which he is.

#### B. Observational Data

##### 1, Insight

There is no substitute in either the laboratory or the clinic for insight and observational ability. The camp is neither of these yet the qualifications should be considered quite in order. "Keen insight and logical analysis have contributed more to the theory of character than has scientific investigation".<sup>2</sup> Interestingly enough, we have found through our records of the qualifications of our leaders and their evaluation records at the end of the summer that the leaders who have the insight and the observational aptitude are also the leaders who qualify to a very high degree in all the other qualities of good leadership. In other words, the leader who is awake to the reactions of the campers with him is very apt to also see the implications of

1. Hartshorne, Character in Human Relations - p. 246

2. Hartshorne, Character in Human Relations - p. 125

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those reactions and be able to do something about it if the situation warrants.

## 2, Check List

Dimock and Hendry, who did so much in the establishment of the science of camper evaluation, say, "at present, probably the most reliable method of estimating character changes are not tests but the systematic recording of carefully observed behavior".<sup>1</sup>

The behavior of the individual in the conduct of his life is without doubt the most accurate indication of his life habits and his attitudes which go together to make his character. The camp is the most carefully controlled community that we have yet devised and it follows that careful observation of reactions in that environment is the most accurate measure of the actual situation in the character of the individual. In the records of any agency which has the task of observing the behavior changes of its charges, one will find frequently such words as, "our common sense judgments lead us to conclude...." and if the facts have not been distorted the common sense which is founded on good scientific training is not to be disregarded as an evaluation device in matters of character development.

The items that will be on the check list of every camp will be different, reflecting the difference in the philosophy of the individuals in charge. There are, however, a few rather fundamental items which do belong on the records of every camp. Many of them have been indicated in the section of standards and

1. Dimock and Hendry: Camping and Character - p. 263

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throughout the paper, however, there are some statements which should be made.

We are especially interested in knowing what the individual is becoming. Is he more "discriminating and critical regarding the facts of his experience? More social in his attitudes toward his fellows? Is he more appreciative of the beauties and the aesthetic factors in his environment because he recognizes their value to him? Are his ethical judgments being made in the light of the far-reaching consequences of acts upon his own personality and upon the social group, in the light of the highest values of personal and social living? Is he forming a set of his own values, criticized, evaluated, organized and accepted as dominant ends in his quest for the more abundant life?"<sup>1</sup>

The emphasis on which we must place our attention as we look at the product of a summer in our camp is, what is this camper becoming? Can we feel the future is any better defined or more certain for this camper because of his experience here? Character is achieved and the process is also the end, at any given moment.

#### 2. The Summer Camp Relationship

With the large number of camps in the country it is not to be wondered at that a great many of them are making a special effort to be unique by offering special advantages and attractions. Even the institutional camps are forced into an emphasis of one or another phase of their work with the hope that it may attract individuals who would otherwise go elsewhere.

1. Adapted from -Bower: Character Through Creative Experience

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#### IV. Conclusions

##### A. Standards

We have made it evident at several points that a camp has a deal of choice in regard to the way that it will conduct itself. There are many choices in the matter of program as there are in the concerns of building and location.

We recognize that there are not a great many who would agree in every detail with us on all the matters of policy and procedure, but there are fundamental areas in which we would find a mutual understanding and a similar evaluation of the importance of that area to the program of development. Some things are definitely essential and others are merely frills. We have in this paper attempted to avoid the inclusion of the frills, feeling that they would be out of place. Some will question whether we have done this. Certain of the items in the program or the camp itself may be construed by some to be "frills", but we have the assurance of our experience that we have given here a picture of the ideal minimum. There are some matters that might be less important, but the development of character can be best accomplished under conditions such as we have set forth here.

##### B. The Camper-camp Relationship

With the large number of camps in the country it is not to be wondered at that a great many of them are making a special effort to be unique by offering special advantages and inducements. Even the institutional camps are forced into an emphasis of one or another phase of their work with the hope that it may attract individuals who would otherwise go elsewhere.

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The tendency may or may not be for the best of the camp movement as a whole. If the speciality is used as an attraction only, there is little harm from the practice after the camp is under way, but the danger comes in the original making up of the claims and statements. If, on the other hand, the statements are lived up to and the camper is subjected to any one of several "special attention given to ..." situations we may well question the advisability of the tendency.

Actually the camp is responsible to the parents of the camper. In the long run, however, the most healthy attitude while the child is in camp is that we are profoundly responsible to the camper for all that we do to and with him. It is his life that we are shaping and not that of his parents. It is sincerely hoped, then, that the camping public may know what is going on in that camp.

Special camps have their place. The therapeutic camp is a coming thing and the institutions which are fostering them today are stimulated by fine motives. We must be able at all times, however, to define the limits of our own emphasis and to keep the camp on a plain of usefulness to the community and to the world without making every child a "case".

#### C. This Paper

The value of this paper, other than its place in certain requirements, is hoped to be plain in one or two regards at least.

1. The non-profit camp has been used as the point of departure throughout. This paper might well be used as a tool for the correction of the situation in any one of these camps in order that all such may get the greatest returns in character

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development for the effort put in.

2. This paper, especially the section on Standards, will serve as a check list, against which a director of any camp might place his own camp for matters of comparison and evaluation.
3. Many of the techniques which we have used in the experiences herein described, and many of those in use in other camps, are of more value than some. The evaluation of these techniques and emphases will require the test of time as well as experimentation. We feel that this paper may help to clear the issue on some of the less worthy elements.

The camp of the future depends upon the camp of today for its foundations, and inspirations.

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